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PTO/SB/05 (4/98)  
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Patent and Trademark Office: U.S. DEPARTMENT OF COMMERCE

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# UTILITY PATENT APPLICATION TRANSMITTAL

(Only for new nonprovisional applications under 37 C.F.R. § 1.53(b))

Attorney Docket No. T2739-906589

First Inventor or Application Identifier MCINTOSH

Title METHOD AND SYSTEM FOR ENABLING CONFLICT F

Express Mail Label No. \_\_\_\_\_

## APPLICATION ELEMENTS

See MPEP chapter 600 concerning utility patent application contents

1.  \* Fee Transmittal Form (e.g., PTO/SB/17)  
(Submit an original and a duplicate for fee processing)
2.  Specification [Total Pages **20**]  
(preferred arrangement set forth below)
  - Descriptive title of the Invention
  - Cross References to Related Applications
  - Statement Regarding Fed sponsored R & D
  - Reference to Microfiche Appendix
  - Background of the Invention
  - Brief Summary of the Invention
  - Brief Description of the Drawings (if filed)
  - Detailed Description
  - Claim(s)
  - Abstract of the Disclosure
3.  Drawing(s) (35 U.S.C. 113) [Total Sheets **2**]
4. Oath or Declaration [Total Pages **1**]
  - a.  Newly executed (original or copy)
  - b.  Copy from a prior application (37 C.F.R. § 1.63(d))  
(for continuation/divisional with Box 16 completed)
    - i.  DELETION OF INVENTOR(S)  
Signed statement attached deleting inventor(s) named in the prior application, see 37 C.F.R. §§ 1.63(d)(2) and 1.33(b).

\* NOTE FOR ITEMS 1 & 13: IN ORDER TO BE ENTITLED TO PAY SMALL ENTITY FEES, A SMALL ENTITY STATEMENT IS REQUIRED (37 C.F.R. § 1.27), EXCEPT IF ONE FILED IN A PRIOR APPLICATION IS RELIED UPON (37 C.F.R. § 1.28).

ADDRESS TO: Assistant Commissioner for Patents  
Box Patent Application  
Washington, DC 20231

5.  Microfiche Computer Program (Appendix)
6. Nucleotide and/or Amino Acid Sequence Submission  
(if applicable, all necessary)
  - a.  Computer Readable Copy
  - b.  Paper Copy (identical to computer copy)
  - c.  Statement verifying identity of above copies

## ACCOMPANYING APPLICATION PARTS

7.  Assignment Papers (cover sheet & document(s))
8.  37 C.F.R. § 3.73(b) Statement  Power of (when there is an assignee)  Attorney
9.  English Translation Document (if applicable)
10.  Information Disclosure Statement (IDS)/PTO-1449  Copies of IDS Citations
11.  Preliminary Amendment
12.  Return Receipt Postcard (MPEP 503)  
(Should be specifically itemized)
13.  Small Entity Statement(s)  Statement filed in prior application (PTO/SB/09-12)  Status still proper and desired
14.  Certified Copy of Priority Document(s)  
(if foreign priority is claimed)
15.  Other: .....  
.....  
.....

16. If a CONTINUING APPLICATION, check appropriate box, and supply the requisite information below and in a preliminary amendment:

Continuation  Divisional  Continuation-in-part (CIP) of prior application No: \_\_\_\_\_ / \_\_\_\_\_

Prior application information: Examiner \_\_\_\_\_ Group / Art Unit: \_\_\_\_\_

For CONTINUATION or DIVISIONAL APPS only: The entire disclosure of the prior application, from which an oath or declaration is supplied under Box 4b, is considered a part of the disclosure of the accompanying continuation or divisional application and is hereby incorporated by reference. The incorporation can only be relied upon when a portion has been inadvertently omitted from the submitted application parts.

## 17. CORRESPONDENCE ADDRESS

<input type="checkbox"/> Customer Number or Bar Code Label	(Insert Customer No. or Attach bar code label here)			or <input checked="" type="checkbox"/> Correspondence address below
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Country	USA	Telephone	703-903-3000	Fax
Name (Print/Type)		Registration No. (Attorney/Agent)		20,604
Signature				Date

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## for FY 2000

Patent fees are subject to annual revision.

Small Entity payments must be supported by a small entity statement, otherwise large entity fees must be paid. See Forms PTO/SB/09-12. See 37 C.F.R. §§ 1.27 and 1.28.

TOTAL AMOUNT OF PAYMENT (\$ 345.00)

**Complete if Known**

Application Number	
Filing Date	
First Named Inventor	McIntosh
Examiner Name	
Group / Art Unit	
Attorney Docket No.	T2739-906589

**METHOD OF PAYMENT** (check one)

1.  The Commissioner is hereby authorized to charge indicated fees and credit any overpayments to:

Deposit Account Number **50-1165**Deposit Account Name **Miles & Stockbridge PC** Charge Any Additional Fee Required Under 37 CFR §§ 1.16 and 1.17

2.  Payment Enclosed:

 Check     Money Order     Other**FEE CALCULATION****1. BASIC FILING FEE**

Large Entity Small Entity

Fee Code (\$)	Fee Code (\$)	Fee Description	Fee Paid
101 690	201 345	Utility filing fee	<b>345.00</b>
106 310	206 155	Design filing fee	
107 480	207 240	Plant filing fee	
108 690	208 345	Reissue filing fee	
114 150	214 75	Provisional filing fee	

**SUBTOTAL (1) (\$ 345.00)****2. EXTRA CLAIM FEES**

Total Claims	-20** =	X	=	Fee Paid
19				
Independent Claims	- 3** =	X	=	
Multiple Dependent				

\*\*or number previously paid, if greater; For Reissues, see below

**Large Entity Small Entity**

Fee Code (\$)	Fee Code (\$)	Fee Description
103 18	203 9	Claims in excess of 20
102 78	202 39	Independent claims in excess of 3
104 260	204 130	Multiple dependent claim, if not paid
109 78	209 39	** Reissue independent claims over original patent
110 18	210 9	** Reissue claims in excess of 20 and over original patent

**SUBTOTAL (2) (\$ 0.00)****3. ADDITIONAL FEES**

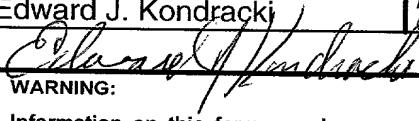
Large Entity Fee Code (\$)	Small Entity Fee Code (\$)	Fee Description	Fee Paid
105 130	205 65	Surcharge - late filing fee or oath	
127 50	227 25	Surcharge - late provisional filing fee or cover sheet	
139 130	139 130	Non-English specification	
147 2,520	147 2,520	For filing a request for reexamination	
112 920*	112 920*	Requesting publication of SIR prior to Examiner action	
113 1,840*	113 1,840*	Requesting publication of SIR after Examiner action	
115 110	215 55	Extension for reply within first month	
116 380	216 190	Extension for reply within second month	
117 870	217 435	Extension for reply within third month	
118 1,360	218 680	Extension for reply within fourth month	
128 1,850	228 925	Extension for reply within fifth month	
119 300	219 150	Notice of Appeal	
120 300	220 150	Filing a brief in support of an appeal	
121 260	221 130	Request for oral hearing	
138 1,510	138 1,510	Petition to institute a public use proceeding	
140 110	240 55	Petition to revive - unavoidable	
141 1,210	241 605	Petition to revive - unintentional	
142 1,210	242 605	Utility issue fee (or reissue)	
143 430	243 215	Design issue fee	
144 580	244 290	Plant issue fee	
122 130	122 130	Petitions to the Commissioner	
123 50	123 50	Petitions related to provisional applications	
126 240	126 240	Submission of Information Disclosure Stmt	
581 40	581 40	Recording each patent assignment per property (times number of properties)	
146 690	246 345	Filing a submission after final rejection (37 CFR § 1.129(a))	
149 690	249 345	For each additional invention to be examined (37 CFR § 1.129(b))	

Other fee (specify) \_\_\_\_\_

Other fee (specify) \_\_\_\_\_

\* Reduced by Basic Filing Fee Paid

**SUBTOTAL (3) (\$ 0.00)****SUBMITTED BY**

Name (Print/Type)	Edward J. Kondracki	Registration No. (Attorney/Agent)	20,604	Telephone	703-903-3000
Signature					
Date <b>09/13/02</b>					

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**STATEMENT CLAIMING SMALL ENTITY STATUS  
(37 CFR 1.9(f) & 1.27(b))--INDEPENDENT INVENTOR**Docket Number (Optional)  
**T2739-906589**Applicant, Patentee, or Identifier: Helen B. McIntosh

Application or Patent No.: \_\_\_\_\_

Filed or Issued: \_\_\_\_\_

Title: Method and System For Enabling Conflict Resolution

As a below named inventor, I hereby state that I qualify as an independent inventor as defined in 37 CFR 1.9(c) for purposes of paying reduced fees to the Patent and Trademark Office described in:

- the specification filed herewith with title as listed above.
- the application identified above.
- the patent identified above.

I have not assigned, granted, conveyed, or licensed, and am under no obligation under contract or law to assign, grant, convey, or license, any rights in the invention to any person who would not qualify as an independent inventor under 37 CFR 1.9(c) if that person had made the invention, or to any concern which would not qualify as a small business concern under 37 CFR 1.9(d) or a nonprofit organization under 37 CFR 1.9(e).

Each person, concern, or organization to which I have assigned, granted, conveyed, or licensed or am under an obligation under contract or law to assign, grant, convey, or license any rights in the invention is listed below:

- No such person, concern, or organization exists.
- Each such person, concern, or organization is listed below.

Separate statements are required from each named person, concern, or organization having rights to the invention stating their status as small entities. (37 CFR 1.27)

I acknowledge the duty to file, in this application or patent, notification of any change in status resulting in loss of entitlement to small entity status prior to paying, or at the time of paying, the earliest of the issue fee or any maintenance fee due after the date on which status as a small entity is no longer appropriate. (37 CFR 1.28(b))

**Helen B. McIntosh**

NAME OF INVENTOR

Signature of inventor

NAME OF INVENTOR

NAME OF INVENTOR

Signature of inventor

Signature of inventor

8-28-00

Date

Date

Date

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## SYSTEM AND METHOD FOR ENABLING CONFLICT RESOLUTION

### BACKGROUND OF THE INVENTION

#### 1. Field of the Invention

The present invention relates to resolution of interpersonal conflicts, and more particularly, to a system and method for achieving conflict resolution.

#### 2. Description of Related Art

Violence in schools and other locations where interpersonal relationships are involved has become a critical national issue in the United States, as documented in a training participant manual titled "Respect and Protect: Violence Prevention and Intervention", the Hazelden/Johnson Institute, 1999, based on a violence intervention and prevention model originally developed by Carole Remboldt and others. This manual describes violence and interpersonal conflicts in terms of a "Violence Continuum". An example of the low end of the Violence Continuum is "the look" or eye-rolling. An example of the high end of this continuum is the shooting of a person with a gun. The behaviors on the Violence Continuum, especially at the higher end of the continuum, are considered to be "bully behaviors." Trainer Roger Dinwiddie, a contributor to the aforementioned manual, found that reports indicate that school shootings have not been done by bullies, but instead, by victims of long-term bullying. The dynamics involved in conflict behavior are that victims of ongoing bullying 1) are unable to speak up and defend themselves; 2) suppress their emotions and feelings; and 3) eventually copycat the bully behaviors at the high end of the Violence Continuum and are the ones most likely to commit violence, as opposed to the "bully".

It has been found that those who are victims of violence and conflicts, directly or indirectly, need to learn how to speak up and defend themselves, or remain at high risk for committing violence as a result of long periods of

victimization. It is known that unless family patterns of violent behavior are broken and changed, those children who are victims of such behavior tend to repeat the same destructive patterns.

One method of dealing with the Violence Continuum, which is practiced at many schools, is called "peer mediation", in which more mature students are trained to facilitate others who are in conflict. One drawback of this approach is dependency on a third party to resolve any difficulties. As a result, the children still not have found their own "voice", i.e., their own ability to settle their differences and disputes and be self-assertive in a socially acceptable manner.

Other approaches to conflict resolution include programs intended to address family units, co-workers and older elementary students by teaching individual subjects, such as, for example, self-esteem and respect for others. Core curriculum elements can be established, such as good behavior, decision making, and refusal skills. In addition, a curriculum of anti-violence subjects such as conflict resolution, communication, anger management, and bully-victim interventions have been shown to be helpful to individuals in a variety of situations. In one case, special emphasis was given to helping children express their thoughts and feelings, which, in counseling terms, is called "finding one's voice." Progress was made in the children's social, cognitive, and emotional development, but normal conflicts and bully-victim violence acted out at school continued to be present. The children learned each of these skills separately and effectively, but were unable to integrate all of them into a more consistent behavior. As a result, the goal of complete elimination of unresolved conflicts on the school campus could not be met.

In attempts to provide a focal point for conflict resolution discussion in the classroom and family environments, the readily available option of using a designated table or desk for face-to-face communication has been considered, but tables and desks lack sufficient uniqueness in terms of special identity with the conflict resolution process, which is an important element, particularly with children. Similarly shaped tables, such as round tables, have been considered, but given the many dozens of classrooms or

room units potentially involved and the economic realities of room layouts in buildings, this option frequently proves to be unattractive. Moreover, in addition to lacking any special symbolic relationship with an important process, tables and desks in general lack portability, which prevented their use in areas away from the participant's immediate area of occupation. Further, desks and tables require participants to be set apart from each other and not in close, face-to-face contact.

Therefore, a primary object of the present invention is to provide a system and method for achieving actual integration of the interpersonal skills taught to individuals.

An additional object of the present invention is to provide a simple process so that small children and even the most sophisticated adults could understand.

Another object of the present invention is that a student involved in a conflict could be empowered to be able to do peacemaking on his or her own.

A further object of the present invention is to provide a definite, decisive "place" that is small, portable, and cost effective, where one or more persons could gather to share thoughts and feelings in a respectful and safe way.

Another object of the present invention is to provide a specific "place" at each conflict resolution location (CRL), a script to follow, and an associated procedure, which together would enable individuals involved in a conflict to "find their voice" and be independent of a third party.

An object of the present invention is to provide an economical system that can be applied in any environment involving people in conflict, and is especially conducive to inner city classroom, work, and home environments.

## SUMMARY OF THE INVENTION

The present invention satisfies these objects by providing a dedicated portable object, taking the form of, for example, a small rug, to be used in

each classroom. The rug, called "The Peace Rug" (a service mark of Applicant), is used together with a specialized script according to a set of simple procedural rules. Alternatively, any other portable object defining a small conflict resolution area (CRA) can be substituted for the rug.

5        The present invention enables conflict resolution among two or more parties by positioning The Peace Rug at a location at which the parties can physically position themselves face-to-face for engaging in a discussion. According to instructions previously provided to the participants, a script is spoken in turn by each of the parties, followed by a set of steps that  
10      encourages a continuing engagement dialog, development of a mutually agreeable plan, and promotion of group pride and responsibility for that accomplishment.

15      The process is intended to enable participants in conflict or dispute, who lack the skills necessary to express their desires and emotions, either at all, or in a courteous, safe manner, to do so in an effective way. The process is directed toward replacing confrontational circumstances with a neutral meeting ground to which a degree of respect is accorded, and where specific rules of conduct apply. The process begins by a first party extending an invitation to at least one second party with whom he or she has a conflict, to  
20      join the first party around The Peace Rug. All concerned sit either on, or in proximity, to The Peace Rug, facing each other during the entire process.

25      The script includes three phrases, each phrase corresponding to the beginning of a respective statement articulating the speaker's perspective. The first phrase, spoken by one party, is directed to one of the other parties who previously took an action that generated a negative feeling or response on the part of the speaker. The first phrase is designed to articulate the action previously taken by the offending party. Specifically, the phrase begins with the phrase "When you...", after which, the speaker is to describe the offending act or statement. Immediately thereafter, the speaker speaks the second phrase "I felt...", together with an articulation of the feelings that the negative act or statement caused on the part of the speaker at the time of the act.  
30      Lastly, the third phrase "and I need..." is voiced, together with an expression

of what altered action the speaker prefers the other party to take in the future, under similar circumstances. These statements are voiced by each of the participants, in turn.

Following the expression by each participant of his or her perspective in connection with the conflict or dispute, a discussion continues until the parties develop and agree to a plan for peaceful engagement in the future. This is accomplished by mutual encouragement of each other to further discuss the conflict and to explore how the two or more parties could attain improved inter-parties relations. Upon acceptance of the plan, preferably, all concerned celebrate the mutually agreeable plan by displaying a symbolic gesture of camaraderie, such as handshaking, a hug, or the like.

#### BRIEF DESCRIPTION OF THE DRAWINGS

The above and other features of the present invention and the attendant advantages will be readily apparent to those having ordinary skill in the art and the invention will be more easily understood from the following detailed description of the preferred embodiments of the present invention, taken in conjunction with the accompanying drawings.

Fig. 1 is a pictorial representation of the system of the present invention;

FIG. 2 is a block diagram of instructions to be used in accordance with the method of the present invention.

#### DESCRIPTION OF THE PREFERRED EMBODIMENTS

FIG. 1 is a pictorial representation of a preferred embodiment of the system of the present invention, which includes a kit 10 including a set of instructions 4 of the method of the present invention and a portable object 6 to be used in conjunction with the instructions 4. In operation, users of the system of the present invention, typically participants such as students S, are provided with suitable training with regard to instructions 4, and, as the occasion arises, position themselves on, or in close proximity to, portable

object 6 and conduct themselves in accordance with instructions 4. Object 6 constitutes a conflict resolution area (CRA) remote or set apart from the customary work or gathering area of the participants and operates as a physical focal point or focal area at which the students S engage each other in  
5 a conflict resolution discussion. As a result of prior instruction and a growing familiarity resulting from use, a special identity is associated in the minds of the participants with the conflict resolution process and the CRA of the present invention.

The portable object 6 of the present invention can be any object, and  
10 preferably, is a small rug 6, called a "Peace Rug" (service mark of Applicant), which defines the CRA. In a school, home, or office environment, a small rug has the advantages of being inexpensive, lightweight enough to be easily portable, especially by children, and provides a broad, flat shape which, for larger individuals, provides comfortable seating around its periphery, and for  
15 small individuals, provides a space on which they can sit together in a face-to-face relationship.

The rug 6 can be made of any desirable material and have any desirable shape and pattern, although, generally, "quiet tones", such as white, beige or pastel colors are appropriate and supportive of the overall concept embodied by the label "The Peace Rug". The Peace Rug 6 can be of any size, shape and material suitable for carrying and handling. For example, The Peace Rug can be a relatively soft, pliable, rectangular rug having dimensions of 2 feet by 3 feet for smaller children or individuals, or 4 feet by 6 feet for older children and adults. The important aspect of The Peace Rug is that it  
20 defines a specific control area called a "conflict resolution area (CRA) which is identified and associated by individuals at a "conflict resolution location" (CRL) to which individuals may expect to go to resolve their conflicts with others.  
25

Alternatively, object 6 can be any material that can be rolled or folded, such as a plastic or fabric sheet, or it can be an entirely different object taking  
30 any desired form, which is used as described herein in connection with The Peace Rug.

Advantageously, but not necessarily, the object 6 can have some connection with the participants, if appropriate. For example, the original Peace Rug concept evolved in a school environment serving a community in which the carpet industry was the principal employer. For purposes of description, the term "The Peace Rug" will be used herein to refer to all portable objects 6 used as described according to the present invention. If the conflict resolution process involved Girl Scouts, a traditional "sit upon" could be utilized to provide an association with the group. For American Indians, or other ethnic groups, an object having some association with that group, as by color, design, or marking, could be used.

FIG. 2 is a block diagram of steps S1-S5, which are the steps of instructions 4, to be used in accordance with the method of the present invention when a dispute or conflict has occurred, or is about to occur, between a pair, or among a group, of children, adolescents, or adults, hereinafter described for convenience simply as "students". However, it should and will be recognized that the process is not restricted to students and can be used in the home between family members and in a work environment between employees.

In practice, steps S1-5 are explained to the students so that they become familiar with what is involved and what to expect, either by direct participation or observation, before being called upon to use kit 10 on the occasion of a conflict or dispute. This may be accomplished by demonstrations with a leader acting as a facilitator until the entire process is understood by the participants or students. In short, it is explained that when a conflict arises or is sensed, there is a need to go to The Peace Rug and talk things out in a peaceful and respectful way before it explodes into a violent situation. However, it is also explained that the specific discourse and manner of expression are critical and must be in accordance with the instructions 4. Initiation and continuance of this "talking out" process is facilitated by certain words and phrases together with a set of simple procedural rules according to the present invention. It should also be noted that the process can be initiated after violence has taken place.

The Peace Rug (CRA) may be located in a reserved space (CRL), or it can be stored and unfurled as necessary at the CRL. If more privacy is needed, The Peace Rug can be relocated, but preferably, The Peace Rug should always be placed at a prescribed conflict resolution location. If necessary, to minimize disturbing others, the participants may need to whisper or talk in soft tones. This encourages civility and as such, is a physical exercise in itself that contributes to the overall objective of behavior modification in the face of conflict.

A teacher in a classroom situation benefits from The Peace Rug process because it provides the ability to continue lessons without stopping to referee every conflict or disagreement. The participants are empowered to be able to do peacemaking on his or her own initiative and obtain experience with an engaging, respectful process that encourages civility and self-assurance.

The main principles taught in the use of The Peace Rug are those of being safe, respectful, speaking without interruption, sharing thoughts and feelings without criticism, blaming, complaining, nagging, threatening and/or punishing, as the participants work toward an agreement. While the aforementioned elements of conflict resolution individually may be effective in a given instance, the focal point provided by the physical aspect of gathering around The Peace Rug in face-to-face contact, together with the script and procedural rules in a predefined location, provide an opportunity for the interpersonal skills associated with the aforementioned elements to become integrated for each participant. Obviously, this integration process occurs over time and is influenced by numerous factors, including, but not restricted to, the participant's age, maturity, life experiences, and frequency of involvement with The Peace Rug system. When successful, this process enables victims of conflict to "find their voice".

In step S1, teachers or leaders can refer students to The Peace Rug or the students can refer themselves with another student, or several students, to The Peace Rug to work out some disagreement. For example, one student involved in a dispute with another student, invites the other student to join him

or her at the CRL, requesting the student to sit on, or typically for older students, sit around, The Peace Rug. Alternatively, one student could simply ask to go to The Peace Rug if he or she needed to have a quiet time to be alone and to think if he or she were struggling with some issues in the classroom. It has been found that the process does not work as well, if the leader or teacher is coercive in ordering individuals to The Peace Rug. Where a conflict or violent behavior is evident, a leader may take the initiative and inquire of those having the conflict, "Would you be willing to go to The Peace Rug to talk and to work through these conflicts in order to arrive at some agreement?" or, "Would you please go to The Peace Rug to work out our conflicts?" or, "Could we please talk about our conflicts on The Peace Rug?"

In step S2, after the participating individuals have positioned themselves in proximity to The Peace Rug in a face-to-face relationship, each participant takes a turn in voicing his or her perspective on the conflict by speaking a series of statements, each having a structured beginning provided by steps S2A-C, coupled with text tailored by the speaker to the conflict at hand. Generally, although not necessarily, the individual initiating the conflict resolution session begins the dialog by engaging one of the other participants in a discourse that relates to the conflict from the perspective of the speaker.

In step S2A, the speaker does this by indicating simply and calmly what was done or what was said by the other participant, which is accomplished by framing a statement beginning with the phrase, "When you...", together with respective additional discourse that relates to the conflict from the perspective of the speaker. This statement is identified as "The Action" statement.

In step S2B, the Action statement is immediately followed by "The Feeling" statement, in which the speaker identifies his or her feelings, such as "sad", "hurt" or "angry", as indicative of what the action perpetrated by the other participant aroused in the speaker at the time of the action's occurrence.

In step S2C, the speaker voices “The Request” statement, which identifies what the speaker wants the other participant to do. For example, The Request statement might be “I need you to stop,” “I need you to ask me first,” or “I need you to find a kinder way to say that.”

5 The intent in using these words is to help establish or give the speaker  
a “voice”, and yet, enable the speaker to share his or her hurt or feelings in an  
emotionally safe and non-harmful way. The specific words embodied in the  
three phrases are set forth herein by example, and serve to identify the action  
taken by a first party with respect to a second party, the feeling on the part of  
10 the second party as a result of the action, and a request in terms of future  
action on the part of the second party desired by the first party. Any similar  
dialog intended to identify these concepts is envisioned according to the  
present invention.

In step S3, another participant in The Peace Rug procedure to whom  
the Action, Feeling and Result statements were addressed, shares his or her  
perspective on the conflict at hand, using the same key phrases of steps S2A-  
C. This continues until all participants have had their chance to speak.

In step S4, a discussion of the conflict and exploration of how those involved could attain an improved relationship are conducted while the parties remain at The Peace Rug. During this discussion the parties encourage each other to participate and contribute in the development of the plan, and, of course, agree with the plan.

As a final step S5, the participants celebrate a new beginning by a ceremonial gesture symbolizing camaraderie that is appropriate to the age and custom of the participants, such as, for example, shaking hands, giving a high five, or a hug.

According the present invention, the participants are instructed about aspects of the procedure that are beneficial, even if events do not proceed as hoped. For example, in the event the alleged offending party to the conflict refuses to participate, there is, at least, the benefit derived from the self satisfying attempt to make peace. The fact that the attempt was made, and

the specific words spoken, frequently relieve inner anxieties of speaker and may have an effect on the resistant person at some point in the future. Similarly, even if no resolution is obtained through the structured discussion around The Peace Rug, nevertheless, The Peace Rug itself becomes a place where a participant found his or her “voice”, realizing that he or she did all that could be done to resolve the conflict according to proper principles, providing a sense of satisfaction and general well being. Again, in the absence of an immediate tangible exchange, the participants may be influenced by the process in a way that paves the way for subsequent positive engagement.

The Peace Rug can be applied in venues outside the classroom. It can be adapted in non-class areas, such as playgrounds, and in non-school environments, such as at home or in the work place or in associations and clubs. Thus, participants using The Peace Rug concept can be organizations, each represented by a respective speaker. To this end, the rug may be purchased as a kit 10 in a container 2, shown in FIG. 2 by dashed lines, containing the instructions 4, which includes the script, and rug 6, for convenient portability. In its broader altruistic aspect, The Peace Rug concept is applicable for implementation in schools, homes, neighborhoods, playgrounds, businesses, communities, governments, and nations by peoples of all ages, races, culture, and gender to develop harmony and civility and minimize the problems associated with negative behavior patterns.

### Specific Case Study Example

The Roan School, of Dalton Georgia, is located in the northwest corner of the state, and is home of numerous carpet manufacturing facilities. The Roan School is an inner city elementary school, including pre-kindergarten through grade 2, and serves the children of many of the carpet mill workers. The school population numbers over 750 students, most of whom are eligible for free and reduced lunches. Many of these students experience physical and sexual abuse, as well as neglect. A high percentage of the students witness domestic violence on a daily basis. In fact, violence seems to be a hallmark of their existence. Other problems facing these children include little, or no, pre-school experience, language differences due to a large (over 70%)

Hispanic population, families without jobs, homelessness, incarcerated parents, single parents, and alcohol and drug abuse in homes.

5 A staff of over 120 serve these children in 36 classrooms. A school counselor works with each of these classrooms on a rotational basis for instruction and an on-call basis for crisis intervention.

10 Every fall, a high incidence of conflict is experienced that may be attributed to a number of reasons, including unstructured environment in the summer months, new students who have not learned some of the discipline principles, students acting out from possible abuse or neglect, and students wanting to test the limits of the teachers and the administration. The conflicts found in both the classroom and at recess are overwhelming. Instead of teaching, the teachers find themselves having to referee and settle disputes. For these reasons, there existed a need to teach conflict resolution, communication, and bully-victim violence intervention.

15 The method of the present invention was presented and demonstrated in each classroom, one classroom at a time. Children were shown how to invite someone to The Peace Rug, what to say at The Peace Rug, and how to reach an agreement before leaving The Peace Rug. During use, at times, the teachers would suggest that the participants in a dispute go to The Peace Rug, and at other times, the students went there on their own.

20 The results were immediate. There were no more major unresolved conflicts in the classrooms. If, and when, there were disagreements, the teacher asked the students, or the students would request permission, to go to The Peace Rug to solve their problems. Over time, students took the initiative to resolve conflicts without the teacher's intervention. In some instances, the students indicated that The Peace Rug was needed at recess, and in response, an area was designated for that use. Again, conflicts were effectively handled and recess was once again a pleasurable time for both students and teachers.

25 30 Students asked the counselor if they could use The Peace Rug idea at home, so that they could work through problems with their siblings. Brothers

and sisters began learning to talk through their difficulties in a peaceful and respectful way, and reaching agreements. Moreover, students shared with the counselor that they had asked their parents, who were arguing, to go to The Peace Rug and explained the process to them. In general, peace and civility has taken hold, where, before, violence and abuse were prevalent.

The following example is indicative of the general content and tone of instructions 4, and is not meant to be limiting in terms of the choice of specific exemplary words and phrases, or scope of the present invention:

#### The Peace Rug Instructions

Peace and safety are greatly needed in our world, today. However, conflicts in our homes, schools, neighborhoods, businesses, communities, and nations are escalating. The Peace Rug (service mark of Applicant) and the following instructions can provide a safe place and powerful words for conflicts to be resolved. When you can “find your voice” and respectfully share your thoughts and feelings with others with whom you are in conflict, you are taking responsible steps towards greater understanding and agreement. The Peace Rug is meant to provide that physical place for such discussions for both children and adults.

#### How do I start?

- o Explain to your family, school classroom, or place of business that you would like to have a place to solve conflicts as difficulties arise. Explain the instructions below. The Peace Rug is then displayed in an accessible area or can be stored conveniently for use by participants when needed.
- o When a conflict arises, ask the other person(s) if he or she will come to The Peace Rug when you talk. You may either sit on The Peace Rug, or around the edge.
- o Explain that you want to share your feelings and thoughts in a special way and that each individual will have a turn without interruption.

What are the words to say when it is your turn?

- o “When you...” [THE ACTION] State simply and calmly what was done or what was said.
- 5 o “I feel (or felt)...” [THE FEELING] Name the feeling such as sad, hurt, or angry.
- o “and I need...” [THE REQUEST] Some examples are “I need you to stop,” “I need you to ask me first,” or “I need you to find a kinder way to say that.”

These words are helpful to give yourself a “voice,” and yet, to share 10 your hurt in an emotionally safe and non-harmful way.

- o Next, another individual may share, using these same key words.
- o Then, you ask if you can talk more about the conflict and how things could be better. Keep sharing until you agree upon a plan.
- 15 o Before The Peace Rug participants “go in peace,” it is important to celebrate a new beginning by shaking hands, giving a high five or a hug, or whatever would be appropriate.

What if the other person won’t participate?

- o You cannot control others, but you do have a choice to respectfully express your thoughts and feelings, and to *attempt* to make peace. If there 20 is no resolution, The Peace Rug becomes the place where you find your voice and did all you could do about the conflict to this point.
- o If you were able to respectfully share your thoughts and feelings, these words may yet have a powerful effect on the resistant person sometime in the future. Moreover, you can even ask if there is another time 25 when you can meet together at The Peace Rug.

What are some other applications of The Peace Rug?

- o It marks a special “do not disturb” place, when someone needs to be quiet, think, or plan!
- o It is also a designated place for family meetings and other times of sharing ideas. NOTE: It may be necessary to first to assist small children until they get more familiar with the process. On the other hand, it is sometimes a small child who will encourage adults who are in conflict to go to The Peace Rug !

We know you will have many memorable successes at The Peace Rug. Choosing to come together and to put away conflicts is to be commended. Therefore, we invite you to please share your success stories with us at our website so that we may share in your peace.

While this invention has been described in conjunction with specific embodiments thereof, it is evident that many alternative modifications and variations will be apparent to those skilled in the art. Accordingly, the preferred embodiments of the invention as set forth herein are intended to be illustrative, not limiting. Various changes may be made without departing from the true spirit and scope of the invention as defined in the following claims.

**CLAIMS:**

1        1. A method for enabling conflict resolution among two or more  
2 parties, comprising:

3                providing a script to be spoken by at least one of the two or more  
4 parties, the script including a plurality of phrases, each phrase corresponding  
5 to the beginning of a respective statement;

6                positioning a portable object at a location for the two or more parties to  
7 physically position themselves with respect to the portable object for engaging  
8 in a discussion;

9 extending an invitation by a first party to at least one second party for  
10 physically positioning themselves at said location in close proximity to the  
11 positioned portable object;

12 initiating a discussion corresponding to the script by the first party at  
13 said location, and engaging the second party in a discourse that relates to the  
14 conflict from the perspective of the first party; and

15 continuing the discussion according to the script, with each of the  
16 remaining parties speaking in sequence each of the plurality of phrases  
17 together with respective additional discourse that relates to the conflict from  
18 the perspective of the speaking party, while the parties remain at the location,  
19 to encourage respectful and safe behavior.

1       2. The method as set forth in Claim 1, further comprising  
2 developing a plan accomplished by mutual encouragement to further discuss  
3 the conflict and to explore how the two or more parties could attain improved  
4 inter-parties relations.

1       3. The method as set forth in Claim 2, wherein said discussion  
2 includes articulating a mutually agreeable plan for achieving said improved  
3 inter-party relations.

1       4. The method as set forth in Claim 3, wherein the plurality of  
2 statements includes a first statement describing an action taken by one of the  
3 parties not the speaker, a second statement describing a feeling on the part of  
4 the speaker as to the effect the action had on the speaker at the time the  
5 action occurred, and a third statement describing a request on the part of the  
6 speaker to the perpetrator of the action in connection with the action.

1       5. The method as set forth in Claim 1, further comprising the step  
2 of celebrating the mutually agreeable plan by displaying a symbolic gesture of  
3 camaraderie.

1           6. The method as set forth in Claim 1, wherein the plurality of  
2 phrases includes a first phrase, "When you...", a second phrase, "I felt...", and  
3 a third phrase, "and I need...".

1           7. The method as set forth in Claim 1, wherein the plurality of  
2 statements includes a first statement describing an action taken by one of the  
3 parties not a speaker, a second statement describing a feeling on the part of  
4 the speaker as to the effect the action had on the speaker at the time the  
5 action occurred, and a third statement describing a request on the part of the  
6 speaker, directed to said one of the parties not the speaker, in connection with  
7 the action.

1           8. The method as set forth in Claim 1, wherein the portable object  
2 is a rug.

1           9. The method as set forth in Claim 1, wherein the portable object  
2 is a sheet.

1           10. The method as set forth in Claim 1, wherein the two or more  
2 parties are two or more organizations, each organization being represented  
3 by a respective speaker.

1           11. A method for enabling a conflict resolution process to be  
2 conducted by two or more parties in mutual conflict who have positioned  
3 themselves in proximity to a conflict resolution area, said two or more parties  
4 having been pre-instructed as to a script and a set of instructions to be  
5 followed in connection with said script, the method comprising:

6           speaking by one of the two or more parties to another of the two or  
7 more parties a set of statements according to the script and the set of  
8 instructions; and

9           repeating said speaking by each remaining party of the two or more  
10 parties until all parties present have spoken while remaining in proximity to the  
11 conflict resolution area to encourage respectful and safe behavior.

1           12. The method set forth in Claim 11, further comprising developing  
2 a plan accomplished by mutual encouragement of each of the two or more  
3 parties to further discuss the conflict and explore how said two or more parties  
4 could attain improved inter-parties relations.

1           13. The method set forth in Claim 12, further comprising articulating  
2 a mutually agreeable plan for achieving said improved inter-parties relations.

1           14. The method as set forth in Claim 13, further comprising the step  
2 of celebrating the mutually agreeable plan by displaying a symbolic gesture of  
3 camaraderie.

1           15. The method set forth in Claim 14, wherein the set of statements  
2 includes a first statement describing an action taken by one of the parties not  
3 a speaker, a second statement describing a feeling on the part of the speaker  
4 as to the effect the action had on the speaker at the time the action occurred,  
5 and a third statement describing a request on the part of the speaker, directed  
6 to said one of the parties not the speaker, in connection with the action.

1           16. A kit for enabling conflict resolution among two or more parties  
2 comprising:

3           a portable object, said portable object adapted to be used as a physical  
4 and symbolic focus for convening a conflict resolution discussion; and

5           a set of instructions for use in association with said portable object, to  
6 encourage participants involved in a mutual conflict to encourage each other  
7 to physically convene around the portable object and mutually encourage  
8 each other to reach a resolution to the conflict.

1           17. The kit of Claim 16, wherein the set of instructions include a  
2 plurality of statements including a first statement describing an action taken by  
3 one of the parties not the speaker, a second statement describing a feeling on  
4 the part of the speaker as to the effect the action had on the speaker at the  
5 time the action occurred, and a third statement describing a request on the

6 part of the speaker to the perpetrator of the action in connection with the  
7 action.

1 18. The kit of Claim 17, wherein the first statement begins with the  
2 phrase, "When you...", the second statement begins with the phrase, "I felt...",  
3 and the third statement begins with, "And I need...".

1 19. The kit of Claim 18, further comprising a container configured to  
2 house the portable object and instructions and to enable the portable object to  
3 be carried to various site locations.

# SYSTEM AND METHOD FOR ENABLING CONFLICT RESOLUTION

## ABSTRACT

System and method for enabling school age children, and others, in conflict or dispute, who lack the skills necessary to express their desires and emotions, either at all, or in a courteous, safe manner, to do so in an effective way, by providing a conflict resolution location adapted to receive a dedicated portable object, such as a small rug, to be used, together with a specialized, script and a set of simple procedural rules. The process is directed toward replacing confrontational circumstances with a neutral meeting ground, the "Peace Rug", to which a degree of respect is accorded, and where specific rules of conduct apply. All concerned join in a face-to-face relationship, preferably sitting on, or in proximity, to the rug during the entire process and engage in a scripted conversation during which each participant exercises, and thereby develops, the ability to voice his or her concern and desires with respect to a perceived offensive action perpetrated by another child. The process concludes with the development of a mutually agreeable plan, and promotion of individual pride and responsibility for that accomplishment.

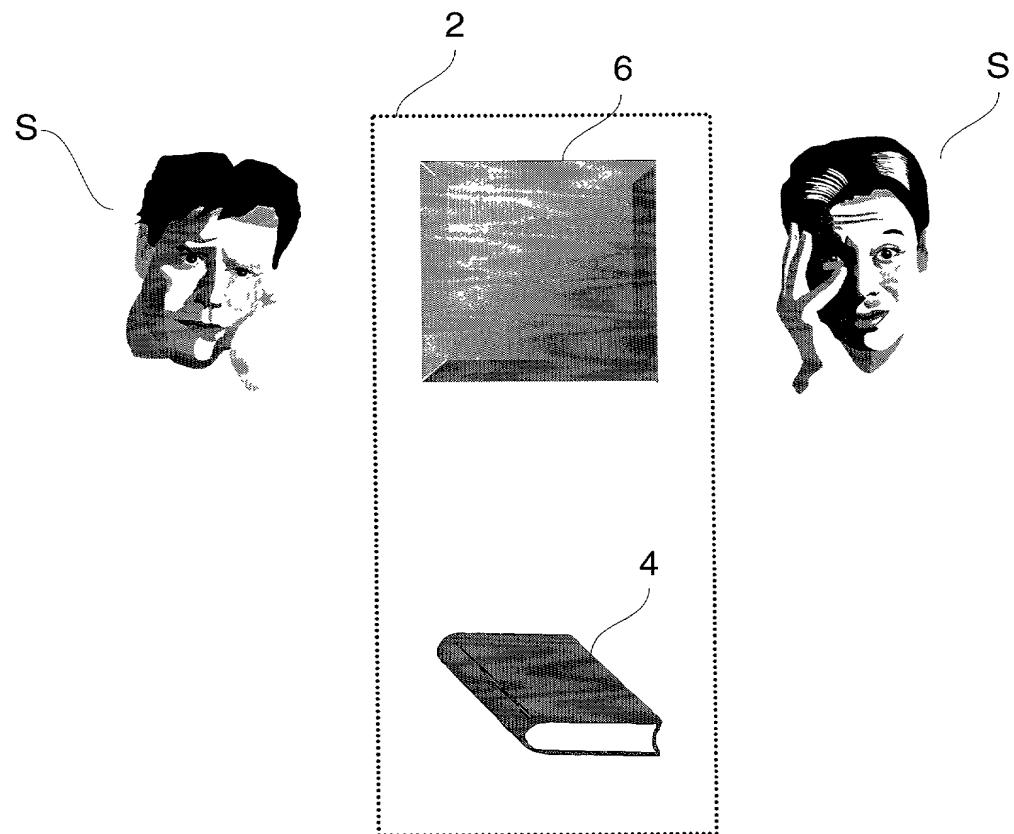


FIG. 1

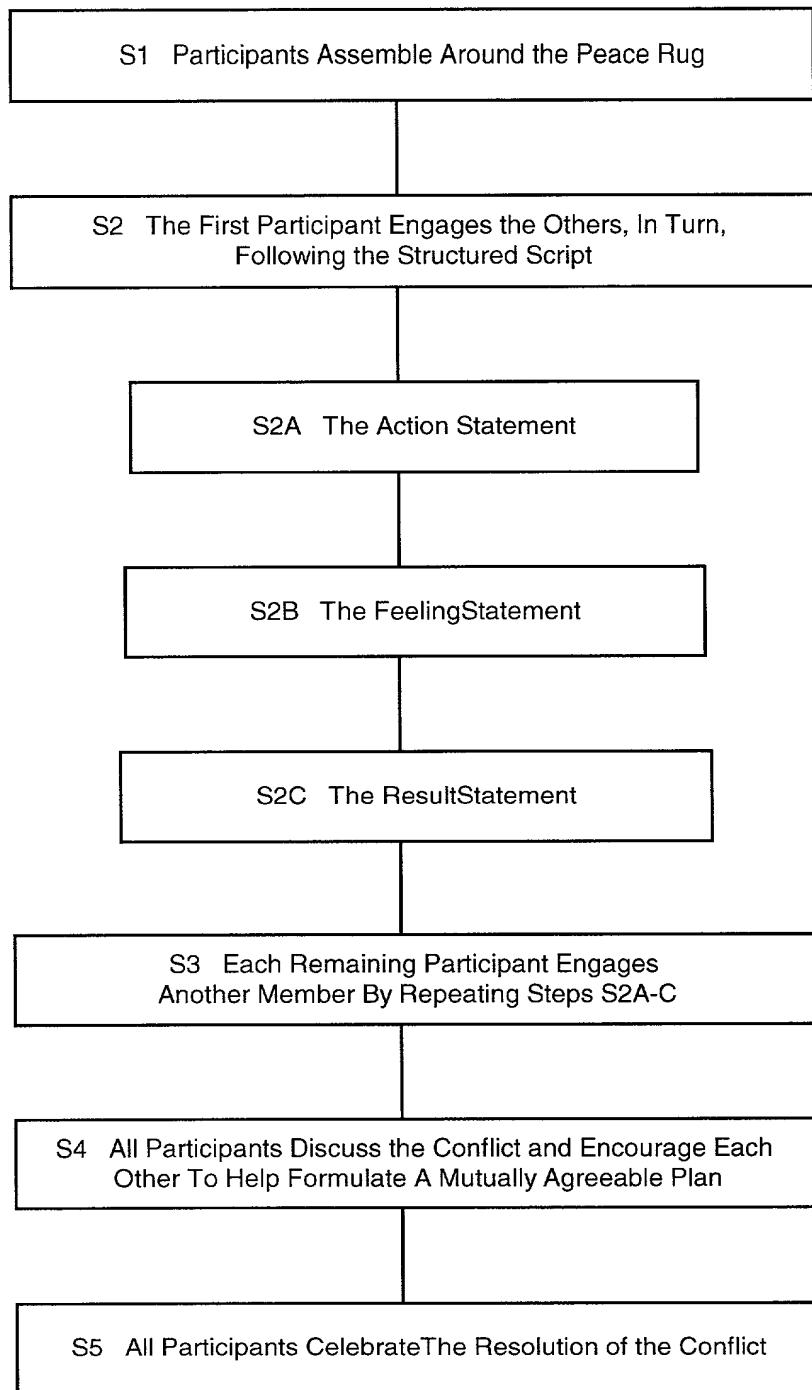


FIG. 2

ATTORNEY DOCKET: T2739-906589

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COMBINED DECLARATION AND POWER OF ATTORNEY  
IN ORIGINAL APPLICATION

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As a below named inventor, I hereby declare that:

My residence, post office address and citizenship are as stated below next to my name;

I believe I am an original, first and sole inventor of the subject matter which is claimed and for which a patent is sought on the invention entitled, "**Method and System For Enabling Conflict Resolution**" the specification of which is attached hereto.

I hereby state that I have reviewed and understand the contents of the above-identified specification, including the claims.

I acknowledge the duty to disclose information which may be material to the examination of this application in accordance with Title 37, Code of Federal Regulations, §1.56.

POWER OF ATTORNEY: As a named inventor, I hereby appoint the following attorneys to prosecute this application and transact all business in the United States Patent and Trademark Office in connection therewith:

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I hereby declare that all statements made herein of my own knowledge are true and all statements made on information and belief are believed to be true; and further that these statements were made with the knowledge that willful false statements and the like so made are punishable by fine or imprisonment or both, under Section 1001 of Title 18 of the United States Code, and that such willful false statements may jeopardize the validity of the application or any patent issued thereon.

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